Anti-Bullying Policy
VERSION: January 2026
REVIEW: January 2028

Bullying is present to a greater or lesser extent in all institutions. *All* members of the school community deserve the right to feel valued, equal and respected and be able to come to school without fear. Bullying has a serious effect on a pupil's self esteem, emotional and mental health, which in turn prevents them from developing their full potential and can seriously affect their life chances. Our school's definition of bullying is:

> The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.

It can be:
Physical – hitting, kicking, stealing or hiding belongings, sexual assault.
Verbal – name calling, insults, offensive or sexual remarks, threatening language.
Relational/Psychological – social exclusion, spreading rumours or stories, graffiti, defacing property, displaying literature or materials of a racist, sexist or pornographic nature
Indirect. Defacing property, displaying literature or materials of a racist, sexist or pornographic nature.
Cyberbullying can include offensive or abusive text messages or internet messages whilst using social media, gaming or within Apps.

Bullying We view bullying in line with the Equality Act (2010) and all the protected characteristics of age, disability, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave, disability, race including colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation.

Brief definitions: types of prejudice-related bullying

Bullying based on disability (disablist) – is where the motivation for bullying is based on the target's real or perceived disability, special need, gifted or talented or health conditions or association with someone in those categories or association with someone with a disability/special need.

Bullying based on gender reassignment (transphobic) – is when the motivation for bullying relates to the target being trans, or perceived to be trans, or their gender or gender identity being seen as different to typical gender norms. A person could also be targeted because they have a trans family member.

Bullying based on race or ethnicity (racist) - is where the motivation for bullying is based on the targets skin colour, culture, language, ethnicity or national origin.

Bullying based on religion or belief – is where the motivation for bullying relates to the target's beliefs, faith, or identity. It may also be because of a perception or assumption about religion, belief or lack of belief (which may or may not be accurate), or because of their association with an individual or group of a particular religion or belief.

Bullying based on sexual orientation (homophobic or biphobic) – is where the motivation for bullying is based on the target's sexual orientation, or perceived orientation, or that of their family/friends and/or homophobic/biphobic abuse and language used. Bisexual people may experience homophobic bullying, but they are also likely to experience biphobic bullying.

Bullying based on sex (sexist) – is where the motivation for bullying is based on sexist language, attitudes and behaviours that when expressed demean, intimidate or harm another person because of their sex or gender.

Definitions for other forms of bullying

Bullying based on appearance or health conditions – is where the motivation for bullying relates to the target's physical appearance (e.g. hair colour, body shape, or clothing), or a health condition (e.g. a disfigurement, a traumatic injury, or severe skin condition).

Bullying based on home circumstance – is where the motivation for bullying is based on the target's living arrangements (e.g. being a young carer or a child in care), geographic locality (i.e. where they live), their class background, whether they are from a low income family or in receipt of free school meals.

Bullying, in any form, will not be tolerated at our school. This includes any member of the school community (staff, students, parents or governors) as either a perpetrator or a victim. As a "listening and telling" school we are committed to the creation of positive and safe learning environments for all.

This policy is the outcome of consultation between all members of the school community (pupils, staff teaching and support, Governors and parents).

Purpose of the policy:

- To promote the schools aims and values
- To develop a positive and safe learning environment in which bullying will not be tolerated
- To promote inclusion, mutual respect, self-esteem and self worth in order to meet the physical, emotional and mental health needs of all members of the school community
- To raise the standards of behaviour and levels of achievement of all

Guidelines for implementing policy:

- There is a recognition that anyone can display bullying behaviour or be a target and that bullying can take many forms
- It is recognised that the Headteacher and Governing Body have a statutory responsibility for school behaviour and discipline, but that all members of the school community accept collective responsibility for the successful implementation of this policy

- Children are encouraged to report all incidents of bullying, whether they are targets or bystanders
- All staff will respond to child, staff or parental concerns seriously and support the agreed procedures

Signs and Symptoms of Bullying

A child may indicate by signs or behaviour that he/she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

• is frightened of walking to or from school
• doesn't want to come to school
• changes their usual routine
• is unwilling to go to school (school phobic)
• begins to truant
• becomes withdrawn anxious, or lacking in confidence
• starts stammering
• attempts or threatens suicide or runs away
• cries themselves to sleep at night or has nightmares
• feels ill in the morning
• begins to do less well in school work
• comes home with clothes torn or books damaged
• has possessions which are damaged or " go missing"
• asks for money or starts stealing money (to pay bully)
• has dinner or other monies continually "lost"
• has unexplained cuts or bruises
• becomes aggressive, disruptive or unreasonable
• is bullying other children or siblings
• stops eating
• is frightened to say what's wrong
• gives improbable excuses for any of the above
• is afraid to use the internet or mobile phone
• is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered as a possibility and should be investigated.

Our proactive strategies include:

- We are a listening and telling school. This is the message that will be promoted at all times and with all audiences. There is an agreed collective responsibility to address any incidents of bullying observed.
- Annually the issue of bullying will be raised in order to maintain awareness of the issue through school assemblies and prominent pictorial displays and posters.
- Every opportunity to promote whole school initiatives such as anti-bullying week, theatre productions and external speakers will be taken.
- Ensuring our entire school community, including parents, understand what bullying actually is and the difference between someone just doing something thoughtless or silly, or a minor fall out with their friend and genuine bullying.
- We use the STOP definition. All children are taught what is bullying, what they should do and have people who they can tell.
- We teach children that bullying is: Several Times On Purpose and the way to stop it is to Start Telling Other People

Procedures

- Pupils who are worried about bullying should report their concerns to an adult in school. This can be their class teacher or any other trusted adult. A child can report their concerns verbally

or by writing a note to put inside the worry monster that is in every classroom and in our whole school calm corner. Younger children can put their name inside the worry monster and an adult will approach them. This adult will support them in reporting their concerns to a senior member of staff. Similarly, children with a SEND need can put their name inside the worry monster and an adult will approach them. This adult will support them in reporting their concerns to a senior member of staff. Pupils are informed of how to report bullying throughout the school year in assemblies and within PSHE lessons but a heavier emphasis is placed on this during Anti-Bullying week.

- Ashby Hill Top has a Calm Corner located close to SLT office where children can come if they feel anxious, upset or have a worry. Support is offered by trusted adults. This space can be used at breaktimes and lunchtimes.
- Our Year 5 children are trained Play Coaches who organise games and activities for children who may find themselves alone at playtimes. These play coaches act as a safe space for children as they are identified as Respect Ambassadors within school and assist in supporting all children to have happy playtimes.
- Ashby Hill Top has an open door policy and staff are available to talk to parents daily. Parents can report concerns about bullying to their child's class teacher at the end of the school day or to a senior member of staff by dropping into school or via the telephone at any time.
- Staff (usually supported by the Headteacher or Assistant Headteacher) will decide if the incident is bullying or something less serious
- Staff must report bullying incidents to the Headteacher. A written log of bullying incidents is kept by the Headteacher. The Senior Leadership Team share an online behaviour log that helps to identify patterns of undesired behaviour.
- In the first instance, the child with bullying behaviour will be given the chance to change their behaviour through a discussion of how it is affecting their target etc. They will be asked to genuinely apologise. Further support may be put into place for child displaying bullying behaviour and/or target if required.
- In serious or repeated cases parents will be informed and will be asked to come in to a meeting to discuss the problem
- We discuss the issue with the child displaying bullying behaviour's parents separately to the target's parents
- If necessary and appropriate, police will be consulted
- The bullying behaviour or threats of bullying will be investigated and the bullying stopped as quickly as possible
- Our prime concern will be the support and protection of the target. Action will continue until the issue is satisfactorily resolved and the bullying ceases. The actions will be reviewed and modified in light of circumstances and if the bullying continues.
- Strategies to support targets will involve staff and children. Approaches such as circle of friends, restorative approaches, buddying and mentoring etc will be considered.
- School holds a responsibility to respond to bullying away from school as per Preventing & tacking bullying (2017) p.6. When incidents of bullying occurring out of school, involving a child or children from Ashby Hill Top are reported to us, they will be fully investigated. Appropriate support/ sanctions will be put into place with the support of the parents and the Headteacher will consider whether it is appropriate to notify the police or other authority.

Child on Child Abuse

As per our Safeguarding Policy, this school recognises that children sometimes display abusive behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse will not be tolerated or passed off as "banter" or "part of growing up". This abuse could for example include sexual assaults, initiation/hazing type violence, all forms of bullying, aggravated sexting and physical violence experienced by both boys and girls.

The school and its staff will take all possible actions to ensure child on child abuse cannot go unnoticed through discussion at age-appropriate level, education activities such as 'Warning Zone', opportunities for disclosure etc.

Where specific risks are identified, a risk assessment will be undertaken in order to ensure the safety of all staff and pupils. Measures appropriate to the uniqueness of each situation would be put in place to minimise the threat to those concerned.

Any incidents or suspected incidents should be recorded in CPOMS.

Outcomes

1) The child/children displaying bullying behaviour will have the consequences of their actions explained and they will be asked to genuinely apologise. Other consequences may take place, such a removal of playtimes, etc.
2) Parent/s may be called in.
3) In serious cases, suspension or even exclusion will be considered
4) If possible, the pupils will be reconciled
5) After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place
6) Governors are kept informed on incidents through Headteacher's report and Termly Safeguarding report, prompting discussion and challenge from the Governing Body.
7) Outside support agencies may be involved.

Parents and the community will be encouraged to actively support the policy and the schools Behaviour Policy.

- The School Council will include bullying as an agenda item at regular intervals.
- The Governing board and SLT will monitor bullying via staff meetings, reading questionnaire responses from children and parents and discussions with the School Council.
- Bullying will be addressed within the PSHE and Citizenship Curriculum and through assemblies and anti-bullying week activities
- All staff will receive training on the identification, prevention and management of bullying. The policy will be brought to the attention of all new staff.

This policy will be reviewed in two years cycle in October 2026. This review process includes consultation with Governors, staff and pupils through their Anti-Bullying charter.